

a presentation on research using the DEAL Model for Critical Reflection (Ash & Clayton, 2009a, 2009b) at the 2009 IARSLCE conference. Faculty and graduate assistant skills in facilitating critical reflection using this model were developed and refined over several semesters, with the goal of improving student learning outcomes. Results from feedback on reflection drafts in multiple sections of one course will be reported.

To test the applicability of the DEAL Model in a variety of situations, the current study examines student reflection products for depth of academic, personal, and civic learning in six sections of the same service-learning course with the same instructor offered over an extended period of time. Investigators collected and analyzed the student-generated data to determine if enhanced faculty learning of the DEAL Model in the same class over time has an effect on student learning outcomes.

This research attempts to fill an important void in the body of qualitative and quantitative research on the impact of faculty development and graduate assistant involvement on student learning outcomes in service-learning courses. Graduate students were engaged extensively throughout the study through the collection and analysis of data, creation of the abbreviated version of the DEAL manual, co-authoring, co-presenting, and instructing classes.

References

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